annual report 05-06

CYPRESS HILLS COLLEGE

Cypress Hills College

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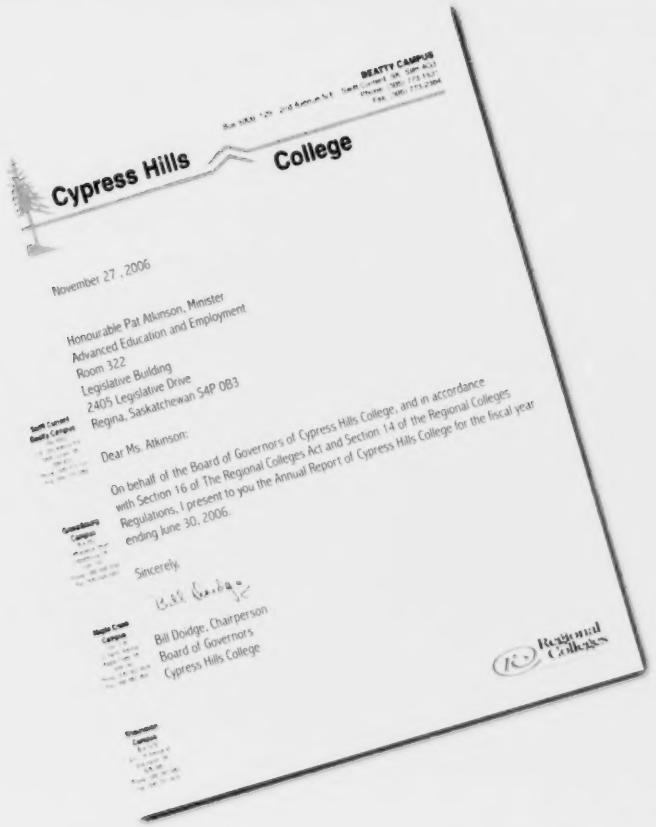


Cypress Hills College

November 27, 2006

Honourable Pat Atkinson, Minister
Advanced Education and Employment
Room 322
Legislative Building
2405 Legislative Drive
Regina, Saskatchewan S4P 0B3

Dear Ms. Atkinson:

On behalf of the Board of Governors of Cypress Hills College, and in accordance with Section 16 of The Regional Colleges Act and Section 14 of the Regional Colleges Regulations, I present to you the Annual Report of Cypress Hills College for the fiscal year ending June 30, 2006.

Sincerely,

Bill Doidge, Chairperson
Board of Governors
Cypress Hills College

Regional Colleges

Table of Contents

Board of Governors Report....2

President's Message....3

Programs and Services

- 2005-2006 Highlights....3
- Campus Highlights
  - Gravelbourg....4
  - Maple Creek....5
  - Shaunavon....6
  - Swift Current....6
- Supporting Student Success....10
- Building Community Capacity....12
- Growing the Economy....12
- Modern Post-Secondary Institution....13
- Leveraging Partnerships....14
- Planning, Renewal & Accountability....14

Human Resources....15

Student Outcomes Charts....17

Enrollment Charts by Campus....18

Financial Statements....21

Glossary of Terms....27

Board Member
Marion Piché

Board Member
Joanne Matsalla
served six years
as a Cypress
Hills College
Board Member.

Board Member
Ken Jensen

Governance Priorities 2005-2006

Training System Review

In late 2004-2005, the Province of Saskatchewan commissioned an external review to examine the training system in Saskatchewan and how it could be better positioned to assist in meeting the economic and social goals of the province. Delivered in November 2005, the Training System Review report provided a fresh perspective on how the training system could meet the needs of learners, employers and communities in Saskatchewan.

The review called for an activist training system, one which operates in a decentralized fashion to serve the needs of employers and learners where they live. The review panel recognized the significant strides made by regional colleges and the connection that employers and citizens have with these institutions. In the end, the report recommended a stronger, better-funded regional college system with a broader range of tools at their disposal to help contribute to economic and social advancement in the province.

The board has encouraged, and will continue to encourage, government to take action and embrace the direction provided by the panel.

Strategic Plan

This review served as important policy context for the strategic planning exercise commissioned by the board of governors in the fall of 2005. The board empowered a steering committee comprised of a board member, administrators, members of staff and faculty, and a student to oversee a consultative strategic planning process. The result is a bold new strategic direction which will guide the activities of Cypress Hills College over the next three years.

Governance Structure

In order to exercise its function, the board adopted a new structure for board operations. Two committees have been added to the board: a finance committee and a policy committee.

The Board has also embraced the notion that the college must be more active in fundraising if it is to meet the needs of learners in the southwest. The board empowered management to establish a board of champions to support fundraising efforts.

External

The college continues to be active in the Association of Saskatchewan Regional Colleges (ASRC). During 2005-2006, Bill Doidge served as President of the ASRC and attended "Competing for Tomorrow: A Post-Secondary Educations and Skills Summit" (February) in Ottawa in this capacity. Many members of the board participated in the governor development workshop hosted by the ASRC.

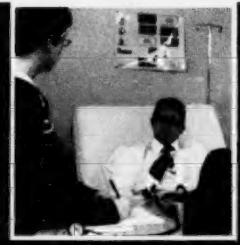
Board Members

Bill Doidge	Swift Current
Ken Jensen	Gull Lake
Glen King	Central Butte
Joanne Matsalla	Swift Current
Dale Mosquito	Maple Creek
Marion Piché	Gravelbourg
Sandra Sanford	Frontier
Joanne Matsalla	Vice-Chair
Ken Jensen	Education Leave Committee Representative

Meeting Dates

September 26, 2005
October 24, 2005
November 25, 2005
February 26, 2006
March 27, 2006
April 25, 2006
June 26, 2006

President Mark Frison & Board Chair Bill Doidge



Staff, including President Mark Frison, volunteered as "patients" to help Practical Nursing students develop their assessment skills.

Liz Wilger

"When I decided to go back to school and enrol in a carpentry program, I had a choice between attending SIAST Palliser Campus in Moose Jaw or Cypress Hills College. I know I made the right choice because I really enjoyed the small class atmosphere and there was more one-on-one interaction with the instructor. I don't think that would have been possible if I went to Moose Jaw. The staff was always friendly and willing to answer any questions I had. I was very pleased with my overall experience. I am now enjoying a new career in the construction industry in Swift Current." **- Liz Wilger**

President's Message

The college has firmly embraced its role as a catalyst for economic growth in the southwest region. Armed with advice from community consultations and research, college staff crafted a bold new mission and strategic direction for Cypress Hills College. The dedicated team of professionals at the college worked diligently and contributed to a direction which will position the institution to grow the economy of southwest Saskatchewan.

While planning was a strong focus for the college in 2005-2006, it was not a year without action. The college was able to offer a wide array of programs and services tailored to the needs of our region. Further, many new partnerships were forged which will benefit learners, employers and communities through project development and collaborative effort.

The college was encouraged in 2005-2006 by a renewed emphasis on skills training as part of the public policy agenda. A summit in November, hosted by the Council of Federation, demonstrated that Canada's premiers understood that post-secondary deserved increased attention on the national stage.

Here in Saskatchewan, the province created a new department of Advanced Education and Employment which should help to focus energy of the skills training agenda. Following the release of the Training System Review, this year's provincial budget had the highest level of increased spending on post-secondary in this decade. This gives hope that the province of Saskatchewan will continue to make skills training and the implementation of the Training System Review a priority with further investments in programs and capital, as well as, policy changes which will enable a more innovative and responsive training system.

Mark Frison, President
Cypress Hills College

Highlights of 2005-2006

Student Success

Please refer to page 18 for full student outcome data.

	Enrolled	Total Grads/Completers	Percentage of Completers/Grads
Institute Credit	278	271	97%
Industry Credit	1098	1081	98%
Basic Ed Credit	122	79	65%

85% of students employed at student follow up were employed in Saskatchewan.

Accessibility

Please refer to page 17 for full equity participation and outcome data.

Participation by aboriginal, visible minority, and disabled students accounted for 8.2% of all college enrollments in 2005-2006. A full 50% of students taking Basic Education classes were equity group members.

Participation by aboriginal students was highest in Basic Education at 23.7%, followed by Institute Credit at 5.1%, and University at 4.3%. Aboriginal population in the region is approximately 2.3%.

EQUITY OUTCOMES

	Enrolled	Grads/Completers	Percentage Completed
Visible Minority	62	54	87%
Aboriginal	84	67	80%
Disabled	21	15	71%

Gravelbourg Campus Spring Award Winners, with Board Member Marion Piché, President Mark Frison & Campus Coordinator Margaret Schafer.

The Gravelbourg Campus hosted a Gala and Art Auction in the spring, featuring artwork by students in the Applied Photography program.

Responsiveness

- The 2006-2007 program plan was set in October 2005 allowing earlier student recruitment. Earlier planning will allow the college to offer seats to waitlisted and Grade 11 students.
- Based on student suggestions, community consultation, and image research, the college developed a varsity sports program for 2006-07.

Quality

- Student exit surveys and enhanced student follow up were implemented in 2005-2006.
- Surveyed students gave college programs, services, and facilities a 90% satisfaction rating.

Collaboration

- A new pilot counseling site was established with Leader School.
- MOU's were signed with the Swift Current Library and Southwest Entrepreneurial Centre.
- The Prairie Post came on board as a major sponsor of varsity athletics.

Caring

- Cypress Hills College raised almost $28,000 in scholarship money in 2005-2006 and set out a new development plan to help maximize funds available to students.
- College staff and students participated in numerous community events such as the Ability Bowl, Terry Fox Walk , Treaty Day activities, and community parades.

Innovation

- A collaboration with PWRC and SERC to form the Tri-College Energy Consortium produced the successful bid to provide Rig Technician apprenticeship training in the province.
- Cypress Hills College ran 14 new programs and services in 2005-2006 yielding over $298,000 in revenue.

Accountability

- A new accountability framework was developed in 2005-2006.
- New capacity for organizational research was added this year.

Gravelbourg Campus

Program Highlights

The Applied Photography program from SIAST continued in Gravelbourg on a part-time basis this year. For eight of eleven students, this was either their second or third year in the program. The college partnered with the Gravelbourg High School for the use of their darkroom facility and work space and with SIAST for facility for a lighting workshop. Some student work was featured at the Gravelbourg Campus Art Auction and Gala in April.

There has been strong demand for Class 1A truck driver training in both the Central Butte and Gravelbourg areas. Class 1A Preparation and 1A Upgrader courses ran in both locations.

An English as a Second Language program ran with 8 students this year, including Filipino workers now employed at Trailtech.

Custom Training for Industry

Two Standard First Aid/CPR classes certified workers at Bon Ami Inc. (Industrie Prairie Industries).
A Risk Management course from the Saskatchewan Tourism Education Council helped prepare volunteers working with the Gravelbourg Centennial Committee.

The Gravelbourg Campus ran an H2S Alive class this year – a campus first, indicative of growing interest in the oil and gas sector in the eastern part of the college region.

Services

The Gravelbourg region was the most active area in the college region in terms of Canadian Agricultural Skills Service (CASS) activity, with 47% of all applicants processed by Cypress Hills College involving people in this area.

The college entered a float in both the Maple Creek and Swift Current parades.

Students and staff at the Maple Creek Campus

"I went to the Basic Education program at the Maple Creek Campus of Cypress Hills College after being out of school since 1975. The staff has been so good to me and helpful. I can spell a lot better, I can write letters and do math. If I could come here all year I would! If it was not for the college I would not be able to get as far as I have. I wish to thank them from the bottom of my heart, and I will go on next year and learn even more." **- Tommy Gordon**

(Tommy received the Cypress Credit Union Award for the most diligent student in 2005-06.)

Tommy Gordon

Community Engagement

There were two Job Start/Future Skills projects in the Gravelbourg region this year.
The local campus co-ordinator is now participating on both the Gravelbourg Chamber of Commerce and Central Butte Community Economic Development Association.

Gravelbourg Campus hosted a Gala and Art Auction on April 29 to recognize partnerships and student award winners and to raise funds for student scholarships. The evening of jazz, desserts, and art was hosted in the historic Gravelbourg School Library, with more than 50 people attending. Works by students in the Applied Photography program were featured among nearly 30 pieces in the silent auction.

Maple Creek Campus

Program Highlights

Maple Creek Campus ran three modules from the SIAST Educational Assistant program this year with 36 enrollments in total. This reflects a 40% increase in average class size over 2004-2005.

TEL Twenty-three contractors in the energy sector were served though new ENFORM computer- based Petroleum Safety Training courses offered at the campus.

A full-time 100-day Adult Basic Education program ran in Maple Creek from October to May. Driver's Education and Survival Cooking classes enhanced the program this year. In addition, a second full-time program ran at this campus in 2005-2006: a pilot Workplace Essential Skills for Youth in Transition project, with 85% of enrolled students successfully completing the course.

Custom Training for Industry

Training in first aid was arranged for Burstall School, Great Sandhills Terminal, and Opportunities Inc. The Town of Maple Creek received WHMIS training and accessed invigilation services for water and wastewater examinations. An interpersonal skills workshop was arranged for the RM of Miry Creek and the RM of Reno required Motor Grader Operator Upgrader training.

A proposal was developed with the support of the Nekaneet First Nation, the Okimaw Ochi Healing Lodge, and Correctional Service of Canada to run pre-recruitment training in 2006-2007 for Older Sister/Primary Worker positions in womens' correctional facilities, such as the Healing Lodge.

Services

A satellite student information and counseling site was opened in Leader School on November 4, 2005. This site resulted from community consultations in early 2005. The school has made available a room which is stocked with post-secondary and career resources and open to the public during the school year. The college has provided twice-monthly counseling visits. This pilot may be a template for similar projects in other rural communities.

A student recognition day was held on April 28; this event also recognized a number of community partnerships and included participation by the Chief and a Counsellor of the Nekaneet First Nation.

Community Engagement

The Maple Creek Campus co-ordinator works closely with the Cypress Hills REDA and joined the Maple Creek Chamber of Commerce in 2005-06.

SIGA The Vice-President of Human Resources for SIGA spoke to students at Maple Creek Campus on opportunities related to the upcoming casino development in Swift Current.

Shaunavon Job Fair

Pre-trades Plumbing and Pipefitting was offered for the first time in the region.

Pre-trades Carpentry

Shaunavon Campus

Program Highlights

Two accounting courses from the SIAST Entrepreneurship and Small Business Certificate program ran this year with 10 and 9 students, respectively. There is ongoing demand for this type of training in Shaunavon.

Ten students completed Class 1A Upgrader truck driver training and a custom course for Preparation to Write for the 1A Learner's License was held at a local Hutterite colony with 16 in attendance.

With an influx of immigrant workers this year, Shaunavon Campus provided part-time ESL training to assist employees. Two students received ESL tutoring this year and there are plans to arrange similar tutoring for another family from Ukraine next year. In addition, five students wrote their GED exams in April 2006.

First Aid/CPR classes served 77 students in the Shaunavon Campus region.

Custom Training

The Shaunavon Campus regularly provides First Aid/CPR training for all Grade 10 students at the Shaunavon High School and students at the Ponteix High School.

Community Engagement

There has been an active partnership between the college and the local REDA in the Shaunavon region in 2005-2006. This has included the organization of a joint open forum on Training and Educational Needs for the region.

Through the co-ordinator's membership on the Shaunavon Chamber of Commerce, the college helped organize a public Job Fair in Shaunavon in February and hosted a booth at this event.

Swift Current Campus

Program Highlights

Power Engineering Level 4

It was the first time this program has been run in the college region; labs were conducted in the Kelsey SIAST facility. The college is investigating the possibility of accessing a local power lab to facilitate the lab component locally in the future. All nine students completed successfully.

Pre-Trades Carpentry

In response to numerous large construction projects currently taking place in Swift Current, and planned in the next five years, the college ran a pre-trades carpentry program in 2005-06. One third of the students in the class were women and all students completed the program successfully.

Pre-Trades Plumbing and Pipefitting

Offered for the first time in the region, this program finished in July 2006. Half of the students who took the program are of aboriginal ancestry.

TEL Practical Nursing

The college ran two overlapping Practical Nursing programs in 2005-06 to help address the ongoing waitlist for the program and regional demand for licensed practical nurses given the RN shortage. The first class, which began in October 2004, graduated all 16 original students in June 2006. The new program began in April with 14 students and will finish in June 2007. Despite the two programs, the college maintains a lengthy waitlist. This program has adopted a technology-enhanced teaching environment with some classes supplemented with web-based content.

Continuing Care Assistant

Ten students graduated from the program this year. While demand for the program still exists in the region and untrained care aides are being hired by the local health region, limited funding resulted in the decision to scale back to a part-time offering for at least one year in 2006-07.

Continuing Care Assistant Nutrition Lunch

A part-time Medical Terminology course ran this year with 16 students. This was offered as an enhancement for Office Education students hoping to work in a health care setting.

Carrie Davis

"With a combination of lecture classes and distance education, I took the Youth Care Worker certificate program on a part-time basis. The instructors made themselves available at all times, and the program coordinator made sure my practicums were always running smoothly. Before finishing my second year, I accepted a full-time Youth Worker position with the local school division. The college helped me make that decision and guided me through the beginning of my new career. Thanks to them, I now have the confidence to succeed at my job." **- Carrie Davis**

Office Education

Sixteen students, enrolled previously, returned in 2005-06 with nine completing the full certificate, two receiving the applied certificate and three students planning on returning to complete their missing subjects. In addition, 10 new students enrolled and completed their studies. There are some concerns about the sustainability of the program in the new lecture format, as many students enjoyed the more flexible competency-based mode.

TEL Business Administration – Year One

Thirteen students completed studies in first year Business Administration this year. Plans were made this year to "unplug" the Business Administration program for 2006-2007 by creating a wireless-computing environment for students and utilizing the Moodle content manager for the development of enriched resources and interfaces for students. The college continued to support employed students seeking their second-year accounting designation by offering part-time training toward the diploma.

Community Services Programs

Three part-time Educational Assistant classes ran in Swift Current this year. In addition, more than a dozen Educational Assistant and Youth Care Worker practicums were arranged. The college continues to assist students combining lecture and distance classes to complete their certificates in a variety of Community Services programs.

Class 1A Truck Driver Training

This year 71 students took one-week upgrader courses and three completed the seven-week achievement course in the region. In addition, 107 students took Preparation to Write Class 1A Learners courses. This is more than three times the number of students and courses ever held before in the region. Labour market demand and the CASS program have had a strong impact on this program.

Twelve SCN Special Events were hosted by Swift Current Campus in 2005-2006 with 145 participants. Many of these events served the needs of health region staff from Swift Current and the surrounding area.

Boom Truck Operator Over 5 Ton Apprenticeship Upgrader

This was the only apprenticeship program organized by the college this year. The program was the direct result of employer demand and twelve students participated.

Industry Safety Certifications

Industry credit certification courses such as First Aid/CPR, H2S Alive, WHMIS, Transportation of Dangerous Goods, Confined Space Entry and Ground Disturbance continued with strong enrollments in Swift Current. Thirteen custom classes were set up for employers including SaskTel, Sask Power, Urban Forest Recyclers, REM Manufacturing, and the City of Swift Current. There has been a significant increase in utilization of the computer-based ENFORM Petroleum Safety Training program in 2005-06, as energy sector contractors are being required to meet the IRP 16 requirements for basic safety training. TEL

Personal, Business and Community Enrichment Courses

Ed-to-Go classes have seen a significant 20% increase in enrollments in 2005-2006 over 2004-2005. TEL Computer courses continue to be the main area of training, although this year there has been interest in other topics such as writing skills and small business operation.

There was strong interest in language classes in 2005-06 with two beginner-level Spanish classes and one intermediate Spanish class held, as well as one beginner and one intermediate-level French class.

The college's four-part "Centennial Series" of free workshops to celebrate the provincial centennial year concluded in November with a public evening presentation by Joan McCusker and a daytime curling workshop for community youth in partnership with the local KidSport organization.

A unique project this year was a "Skills for Life" project with the Swift Current Broncos Hockey Club. As part of the players' educational requirement mandated by the club, all players not completing high school courses were required to attend this custom training twice a week. The course involved topics such as interpersonal communication, basic nutrition, cooking, and car care skills, substance abuse and sexual health, personal finance and income tax, community image and media relations, and career explorations, resume building, and portfolio development.

The community literacy project "Books for Babies" creates book bags containing two books, ideas for activities with children, child development information, parenting resources and pamphlets/ booklets on the values of introducing literacy in the first year of a child's life. Bags are distributed through public health staff at the child's four-month immunization visit.

Basic Education Instructors Louise Heinrichs, Dianne Knippshild & Linda Vigueras with graduate Ryan Lundberg.

Basic Education cooking class

University

Cypress Hills College partnered with both provincial universities to deliver lecture, on-line and SCN courses. Fourteen first year classes in Social Work, Arts & Sciences and Education were delivered face-to-face this year, with additional SCN courses rounding out full first-year schedules. There were 13 full-time and 33 part-time enrollments in university courses this year.

TEL The college and the University of Regina partnered on a pilot TEL proposal in 2005-06. The Math 110 curriculum was developed as a distance education course using WebTrain as the primary delivery system in the form of desktop video conferencing. WebCT was used to supplement the virtual classroom sessions and a course website was developed to contain the majority of course resources. Supplemental printed materials were also developed for learners at a distance. The project was designed to use distance education to help build and strengthen regional capacity and increase access to university programming on a regional basis. This project modeled a process that can be applied to other regional colleges to enable them to build regional program capacity and strengthen regional university centres.

Basic Education

The 180-day Basic Education program in Swift Current provided Adult 12, Adult 10, GED Preparation, High School Upgrading and Pre-Ten Literacy. Sixty-nine percent of students in the Swift Current program either completed their planned course of studies or are returning in 2006-07 to continue their studies.

The Basic Education Program offered lifeskills training as an integral part of the program including Choice Theory, Thought Patterns for a Successful Career, parenting, a "Cook and Learn" nutritious meal program (in co-operation with the local Community Kitchen project) and in-class and in-car driver training (sponsored by SGI).

Twenty-five themed "book bins" were prepared to be distributed to parents of young children, daycare workers, teachers and other users, through the Chinook Regional Library. These bins provide topical resources for children 2-6 for those families and agencies that may not have ready access to such "bundled" resources.

TEL A Math A30/GED Prep/High School upgrading combined course was offered on-line utilizing WebTrain technology. This provided access to rural learners. Forty students wrote GED exams in the region this year.

A pilot Workplace Essential Skills for Youth in Transition ran in Swift Current from November to January. Nine students participated in the program which was run in partnership with the Swift Current School Division.

TEL An English as a Second Language program, funded through Citizenship and Immigration Canada's LINC (Language Instruction for Newcomers to Canada) Program, was also held in Swift Current and was extended to offer conversational English classes. Learners in the program could access ELLIS and Successmaker software, the web-based Tensebuster program, and the PLATO computer-based learning tool.

The college prepared a Driver Education resource (CD ROM and workbook) funded by the National Literacy Secretariat. Once printed, this resource may be shared with organizations across the country.

"The Swift Current Broncos and Cypress Hills College have a tremendous relationship. The staff at the college has always been professional and progressive in developing and executing post-secondary education opportunities for our players. They are flexible and willing to go the extra mile to provide our players with structure and help prepare our players for life after hockey. The Broncos are very appreciative of the efforts of the college and will continue to take advantage of the programs offered by Cypress Hills College."
- Dave Hunchak, Assistant Coach - Swift Current Broncos

Dave Hunchak

Swift Current Job Fair

Services

Job Start/Future Skills

Notable projects this year included the first staff position for the new Great West Beef/Bison processing plant, and training for employers in the agri-value and manufacturing sectors with the re-introduction of Workbased Training for the Employed program. In addition, two projects were undertaken with agri-value businesses new to Swift Current: 20/20 Seed Labs and Green Key Consulting. Through cross-training, staff at all four campuses were prepared to run the Job Start/Future Skills program in their regions this year, decentralizing this activity.

TABLE 5:
Workbased Training for the Whole College (Within the Program Year - July 1, 2005 to June 30, 2006)

Program Year	Distinct Employers	Contracts	Distinct Trainees	Trainee Outcomes				Department Funding (Paid Dollars)
				In Progress	Completed Successfully	Completed Unsuccessfully	Did Not Complete	
2003-04	21	27	53	0	39	3	11	$192,343.00
2004-05	6	6	7	0	5	0	2	$27,126.00
2005-06	8	9	31	19	11	0	1	$24,045.00

NOTE: Program Year is based on contract start date between July 1st and June 30th of a given year.

Career and Student Services

Career and academic counseling functions were further decentralized in January 2006 through a staff reorganization. Basic counseling will now be available at all rural campuses when the campus is open, rather than on an itinerant counselor appointment system. In Swift Current, program admissions and related counseling duties were divided between a Basic Education intake counselor (who also does intake for rural Basic Education classes) and a post-secondary intake counselor to facilitate clearer academic planning and recognition of prior learning counseling.

Community Engagement

Swift Current college staff participate in a number of community economic and social development groups including Action Swift Current, Action Southwest and the Regional Intersectoral Committee. See further details on specific initiatives under "Building Community Capacity" later in the report.

The college organized and publicized activities around International Adult Learners' Week (September 3 - 9, 2005) and Family Literacy Week (January 22 - 28, 2006).

Basic Education Instructors with graduates Lindsay Vanderleest & Stacy Olson

College & Library Chili Cook-off

Basic Education student Morgan Needham is well on his way to his dream of independent living and a university degree.

Supporting Student Success

Student Engagement and Involvement in Decision Making

Cypress Hills College students participated in the Training System Review through focus group and individual representation activities. Internal student consultations were held with students from all full-time programs and some students from part-time programs in autumn 2005. A student representative participated on the Strategic Planning Steering Committee.

Provide Academic Supports and High Quality Instruction

"YES I CAN" – MORGAN NEEDHAM

One unique successful service project in Swift Current in 2005-2006 was an interagency wraparound project to support a 20 year-old Basic Education student with cerebral palsy affecting four limbs. More than twenty staff members from several agencies including Sask Learning, Sask Health, the Department of Community Resources and the college worked to support the student. During the year, Morgan was able to transition first by leaving his supportive family unit and moving 150 km from home to an institutional living arrangement in order to attend the college, then to living in his own apartment with assistance from Home Care and a Fresh Start Program mentor. He has progressed quickly through his academic plan and is well on his way to his dream of independent living and a university degree.

More than $17,000 was spent on supports for students in 2005-2006 through EAPD (Employability Assistance for Persons with Disabilities) funding.

TABLE 1:
Comprehensive Enrollment by Program Groups for the Whole College

		Actuals							
		Average of 2003-2004 and 2004-2005				2005-2006			
	Program Groups	Student Enroll FT	Student Enroll PT	Student Enroll Casual	FLEs	Student Enroll FT	Student Enroll PT	Student Enroll Casual	FLEs
SKILLS TRAINING	**Institute Credit:**								
	SIAST	77	204	37	127	67	181	24	106
	Other	0	11	0	1	6	0	0	4
	Apprenticeship & Trade	0	0	0	0	0	0	0	0
	Total Institute Credit	77	215	37	128	73	181	24	110
	Industry Credit:								
	Total Industry Credit	0	223	997	127	0	202	896	92
	Non-Credit (Industry Non-Credit, Community/Individual Non-Credit, Personal Interest Non-Credit)								
	Total Non-Credit	0	26	664	36	0	36	369	30
TOTAL SKILLS TRAINING		77	464	1698	291	73	419	1289	232
BASIC EDUCATION	**BE Credit:**								
	Adult 12	37	37	0	42	31	47	0	34
	Adult 10	26	5	0	18	16	6	0	12
	Academic GED	0	0	0	0	9	13	0	19
	Total BE Credit	63	42	0	60	56	66	0	65
	BE Non-Credit:								
	Employability Life Skills	0	0	0	0	0	16	0	5
	English Language Training	1	25	0	7	0	49	0	12
	General Academic Studies	14	25	0	21	0	8	0	4
	Literacy	12	19	0	16	7	19	0	23
	Total BE Non-Credit	27	69	0	44	7	92	0	41
TOTAL BASIC EDUCATION		90	111	0	104	63	158	0	106
UNIVERSITY	*Total University*	14	48	0	22	13	33	0	17
TOTAL ENROLLMENT		181	623	1698	417	149	610	1289	355

David Martinoski, a grade nine student from Swift Current, won an iPod Shuffle in the "Name Our Team" contest with his SUNDOGS submission for the college's new athletics teams.

Erin Kydd

"With a husband and two pre-school aged children, I do not have the option to leave Swift Current to attend courses. Because of the career and financial counseling I received from Cypress Hills College, I was able to fulfill my dream of becoming a Licensed Practical Nurse. The instructors are extremely professional and caring, and the staff work very hard to accommodate each student's needs. I am very grateful for the scholarships I received, as well as to the staff and instructors for making my education such a positive and rewarding experience." **- Erin Kydd**

Provide Extra-Curricular Experiences

The Cypress Hills College Student Association hosted a Grey Cup Celebration in November and coordinated a staff/student "Name That Tune" event in March. Both events brought staff and students together from all programs, as well as members of the larger community. A number of smaller social events were held throughout the year and each full-time program organized its own program-end celebration.

Two aboriginal students from Cypress Hills College attended an aboriginal conference organized by the Saskatchewan Aboriginal Literacy Network in Saskatoon in April.

Students were also actively involved in recruitment for the first time this year and were willing to travel to help promote the college.

Proud Partner
PRAIRIE POST

The college was delighted to receive major sponsorship from the Prairie Post newspaper to support a Varsity Athletics Program set to launch in September 2006.

CYPRESS HILLS COLLEGE SUNDOGS

Coaches for men's and women's volleyball and basketball teams have been brought on board and a community "Name Our Team" contest yielded the new team name: the "Cypress Hills College SunDogs". Teams will play in the Prairie Athletic Conference.

This year the college was able to offer students the opportunity to play on a college team within the indoor soccer league of the Swift Current Soccer Association. The college team placed first in league play.

Assist Students in Transitions to Employment and Further Study

STUDENT EMPLOYMENT TRANSITIONS

Employment Rate of Full-Time Graduates	
Skills Training - Institute Credit	81%
Skills Training - Industry Credit	n/a
Basic Education - Credit	50%

Employment Rate of Full-Time Aboriginal Persons	
Skills Training - Institute Credit	100%
Skills Training - Industry Credit	n/a
Basic Education - Credit	0%

STUDENT FURTHER STUDIES TRANSITIONS

Continued to Further Training rates of Full-Time Students	
Skills Training - Institute Credit	20%
Skills Training - Industry Credit	n/a
Basic Education - Credit	80%

Continued to Further Training rates of Full-Time Aboriginal Persons	
Skills Training - Institute Credit	0%
Skills Training - Industry Credit	n/a
Basic Education - Credit	50%

Beginning in the spring of 2006, college graduate follow-up surveys are being enhanced with location information, detailed employment information, and earnings information. Data collection is being outsourced. An annual student survey is planned for spring, 2006-07.

Labour market demand and the CASS program have had a strong impact on the Class 1A Truck Driver Training program.

Three new full-time programs ran in 2005-06: Plumbing/ Pipefitting; Workplace Essential Skills for Youth in Transition; and Power Engineering Level 4.

Building Community Capacity

Sharing Expertise to Develop Sustainable Communities

SWIFT CURRENT REGIONAL AIRPORT PROJECT

Cypress Hills College staff members continue to participate in the Action Swift Current and Action Southwest development initiatives. One Action Southwest initiative, lead by Southwest REDA/Community Futures, is the development of a regional airport with daily commuter service. The college supported the venture this year by providing research capacity to conduct an on-line regional demand survey for daily air service from Swift Current to several other locations. It is expected that the results of the survey will be used to determine the business case within the project proposal.

Regional and Local Engagement in Community Development Partnerships

LARC

The Labour Attraction and Retention Committee is co-chaired by a Cypress Hills College staff member and the Swift Current Chamber of Commerce Executive Director. This group has several active subcommittees with college involvement:

Representative Workforce Committee – Works to develop aboriginal workforce development strategies in the southwest business community. Planning has taken place to launch a Community Partnership Agreement for a Representative Workforce.

Immigration Committee – This group is working with employers to develop a settlement plan and a community action plan for enhanced levels of immigration.

Youth Retention Committee – This committee has planned a career exploration workshop to give students exposure to a number of different career choices available in the Southwest. Seven different career clusters will be explored with Grade 9 students in 2006-07, with employees speaking about their careers. General career planning information will also be provided.

Local Labour Support Committee – This group helps develop opportunities for the unemployed and underemployed. It hosted a regional job fair at the college, in partnership with the Chamber of Commerce and Service Canada in February. This event connected job seekers and employers.

Promoting Professional Opportunities – This committee launched advertising in other communities promoting the benefits of Swift Current for professionals. Planning has taken place for committee members to attend eight trade shows in the three prairie provinces to carry a similar message, combined with advertising in selected communities.

Animating Rural Capacity Development

CANADIAN AGRICULTURAL SKILLS SERVICES

The CASS program has been immensely popular with farm families in the eastern part of the college region. Cypress Hills College has had approximately 170 CASS client files region-wide this year, with approximately 320 Individual Learning Plans prepared. Many clients have accessed truck driver training through the program. The college sees an opportunity to provide a greater level of service, with customized training or workshops, for our growing CASS client numbers in 2006-07.

Growing the Economy

Align Programs and Services with Growth Sectors

ENERGY CONSORTIUM

Cypress Hills College has partnered with Southeast Regional College and Prairie West Regional College to form a Tri-College Energy Consortium in 2005-06. The group is seeking to expand training opportunities in the oil and gas sector through a shared development approach. Two major initiatives of the group this year were a planned energy sector needs assessment (which was eventually absorbed within the provincial Oil and Gas Workforce Development Project in which Regional Colleges are a Steering Committee member), and presentation of a bid to provide Rig Technician training, based on a call for proposals from the Saskatchewan Apprenticeship and Trades Commission. The Colleges were awarded this training.

Recruitment visits were made to twenty high schools in the college region, resulting in direct contact with approximately 600 students.

A new merit scholarship initiative contributed to early enrolment success for 2006-07 programs.

Serving Employers Through Customized Solutions

CUSTOM TRAINING FOR BUSINESS

Besides a number of custom safety training classes for crown corporations, municipal government, and local oil and transportation companies, one unique project in 2005-06 was a custom Conversational Spanish class at Urban Forest Recyclers. The purpose of the training was to enable existing employees to be able to converse with the new Spanish-speaking workers UFR hired.

34 custom classes were held in 2005-06 with $39,480 leveraged.

Support and Encourage Entrepreneurship and Business Development

MEMORANDUM OF UNDERSTANDING – SOUTHWEST ENTREPRENEURIAL CENTRE

In October, Cypress Hills College signed an MOU with the Southwest Entrepreneurial Centre. It is anticipated that the two organizations will partner on entrepreneurial projects. A proposal regarding the incubation of youth business initiatives is currently under review.

SOUTHWEST REDA/COMMUNITY FUTURES HOME-BASED BUSINESS CONFERENCE

Cypress Hills College assisted staff from REDA and the Southwest Entrepreneurial Centre with the organization of a two-day Home-Based Business Conference in October. More than fifty people attended the two-day event.

Modern Post-Secondary Institution

Modern Facilities to House Programs and Provide Expected Amenities and Services

RENOVATIONS TO SWIFT CURRENT CAMPUS

In April 2005, partial funding was received for the first stage of college renovations. The work was completed by September 2005. Included in this first stage were the relocation and refurbishment of two classroom spaces.

The newly renovated areas provide a glimpse at the potential of the Swift Current Campus. In 2006-2007, many full-time credit programs will be running at capacity and more trades programs are planned in the next three years than the campus can physically accommodate. The age and original design of the current facility provides physical limitations for technology requirements, class sizes, program schedules, and shop utilization. To better serve students and business, Cypress Hills College has requested provincial funding for completion of the project in its totality.

Image and Communication

RECRUITMENT AND CENTENNIAL MERIT SCHOLARSHIPS

To grow the student base of Cypress Hills College, a focus was placed on student recruitment activities this year. This included the creation of a student recruitment position and development of a recruitment strategy. The college was able to create a presence in many communities in the southwest corner of the province through twenty high school visits and direct contact with approximately 600 students. In addition, we have strengthened our relationship with the schools, counsellors, and parents.

A significant new merit scholarship initiative guaranteed scholarships for students with averages above a set threshold in most programs; this contributed to early enrolment success for 2006-07 programs.

57 student scholarships were given out in 2005-2006.

GRADE 10 & 11 PERCEPTION STUDY

A study was completed in December 2005 with Grade 10 &11 students in the region to create a baseline of their perception of the college image. In addition, they commented on services and programming they would like to see at the college.

Agreement signing with Swift Current Branch Library

RBC Financial Group (left) and Southwest Credit Union (right) each donated $2,000 for the new scholarship program.

Leader Composite School students attended the college's site opening in November.

Can-Sask Career & Employment Centre offices

Leveraging Partnerships

Partner with Communities and Employers

MEMORANDUM OF UNDERSTANDING – SWIFT CURRENT BRANCH LIBRARY

In October, the college signed a Memorandum of Understanding with the local library to allow students full access to library resources not available on campus. It is also hoped that the college and the library will partner on initiatives in the future.

Partner with K-12 System

LEADER SCHOOL SITE PILOT

From community consultations in early 2005, an adult post-secondary information/counseling site was established in Leader school this year. In addition to allowing the community access to information and resources on post-secondary options in the region, a counselor visited the site to conduct personal appointments twice a month. The pilot will be evaluated in 2006-2007, but has already proven important as a means of informing those in the community about educational options in Saskatchewan. This is especially important in a town close to the border, with a natural draw to the west.

A small fitness facility was established this year at the Swift Current Campus in partnership with the Cypress Health Region, as part of a Primary Health Care initiative.

Advocate our Interests and Priorities with Key Stakeholders

TRAINING SYSTEM REVIEW

Cypress Hills College actively supported the Training System Review process. A number of staff members attended a consultation in Saskatoon, and the college hosted local industry and student consultations for the panel during their tour of the province.

CANADA-SASKATCHEWAN CAREER AND EMPLOYMENT CENTRE

The college took steps to enhance the relationship with the local Can-Sask Career and Employment Centre through presentations on the new strategic and business plans. A joint planning session was held in May.

Planning, Renewal and Accountability

Develop a Results Management System for Internal and External Assessment and Decision Making

ACCOUNTABILITY FRAMEWORK

In 2005-06, an accountability framework and new reporting system were developed for implementation in the 2006-07 fiscal year. This will include internal and external reporting and the introduction of a set of Balanced Scorecard measures.

Develop Enhanced Capacity for Fund Raising to Provide Fiscal Capacity

DEVELOPMENT PLAN

A new development plan was created in 2005-2006 to focus fundraising and development activities. Over the course of the year, existing donors were approached to convert their awards into entrance scholarships and matching dollars were secured beyond the original Centennial Merit allocation for the college. Several new donors also came on board. A community-based "Group of Champions" is also being assembled to provide development advice.

Almost $28,000 was raised for the 2006-2007 scholarship pool.

Invest in Staff to Ensure a High Quality Team

The college's interview process was revised in 2005-06. Professional Development plans were set for all staff and annual performance reviews were initiated. A staff training day on Customer Service was held in February and several days of Moodle content manager training were organized for instructors.

James Ford, Wyatt Hughes & Melanie Doidge

Staff attended the annual Regional Colleges Conference, "Unlock the Magic Within", hosted by Parkland College in May.

Lorraine Kehler

Human Resources

Staff Reorganization

To align operations to best implement the new strategic plan, restructuring of staff took place in January 2006 and April 2006.

Changes included:

- Decentralization of counseling, co-ordination, and community consultation/development functions to the three rural campuses to better engage the communities and provide seamless service in the rural areas;
- Realignment to create a more focused Programs unit with a directive toward client service and customized training;
- Creation of centralized admission processes for all post-secondary and basic education students;
- Creation of a new Institutional Development unit to provide direction in marketing and communication, student recruitment, development, needs assessment and institutional research, business planning, accountability and results management.

Staff attended a strategic planning retreat in Cypress Hills in November 2005, where task teams made presentations on each key issue of the strategic plan.

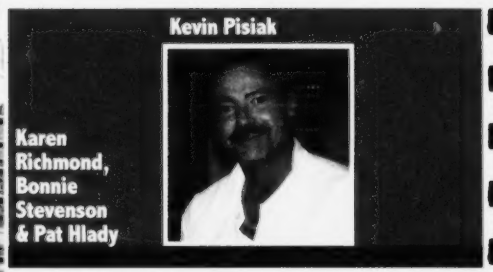
Professional Development

Professional development opportunities for staff continue to be a priority at Cypress Hills College. Two staff professional development days were scheduled, in October and in February. The majority of instructors and administration staff attended both of these days.

66% of in-contract staff participated in PD activity over and above scheduled staff PD days.

HR Policies and Practices

Cypress Hills College Staff Agreement negotiations were completed. A revised hiring and selection framework was implemented on May 1, 2006, to modernize the College's hiring practices and to bring the practices in line with the Staff Agreement.



Administration and Staff

Gord Aisman	Power Engineering Program Instructor
Ed Bath	Basic Education Instructor, Maple Creek Campus
Mary Jane Benesh	Shaunavon Campus Coordinator
Jody Blaschuk	Clerical Assistant/Admissions
Doug Blohm	Head Custodian
Maureen Buchanan	SCN Attendant/Commissionaire
Danette Campbell	Office Education Program Instructor
Allyson Carr	Practical Nursing Program Instructor
Sharon Coburn	SCN Attendant/Commissionaire
Teresa Cole	Program Co-ordinator to February 2006
	Manager of Institutional Development from February 2006
Lyla Cooper	Program Secretary to August 2005
	Program Coordinator from August 2005
Darryl Denning	Senior Counselor/Student Services
Melanie Doidge	Administrative Assistant
Teresa Doucette	Career & Employment Counselor to February 2006
	Program Coordinator from February 2006
Ernie Downs	Business Administration Program Instructor
Karen Ellis	Executive Assistant – Human Resource Officer
Sharon Fehr	Program Coordinator to August 2005
	University Co-ordinator/Career Counselor to January 2006
	Admissions Counselor from February 2006
James Ford	Custodian
Joan Foster	University Coordinator/Career Counselor to August 31, 2005
Mark Frison	Chief Executive Officer/President
Bula Ghosh	Basic Education Coordinator

Administration and Staff

Barbara Golden	Continuing Care Assistant Program Instructor
Louise Heinrichs	Basic Education Program Instructor
Pat Hlady	Maple Creek Campus Coordinator
Marg Hnatiuk	Administrative Assistant
Vicky Huff	Accounting Clerk
Wyatt Hughes	Information Systems Administrator
Lorraine Kehler	Office Education Program Instructor
Donna Klaassen	Practical Nursing Program Instructor
Dianne Knippshild	Basic Education Program Instructor
Boyd Kosolofski	Basic Education Program Instructor, Maple Creek Campus
Claire Melhoff	Director of Finance & Administration
Diana Molyneux	Registrar
Karen Newby	SCN Attendant/Clerical/Instructor Aide, Maple Creek Campus
Mona Patterson	Recruitment Coordinator
Kevin Pisiak	Carpentry Program Instructor
Edna Redmond	Administrative Assistant
Karen Richmond	Program Coordinator
Sharon Robinson	Accounting Clerk
James Rogowski	Plumbing and Pipefitting Program Instructor
Joanne Schafer	Communications Coordinator
Margaret Schafer	Gravelbourg Campus Coordinator
Adeline Steinley	LINC/ESL Program Instructor, NLS Project Coordinator
Bonnie Stevenson	Administrative Assistant
Lesley Urbanoski	Receptionist/Clerical Assistant
Linda Vigueras	Basic Education Program Instructor
John Wiebe	Custodian

TABLE 2:
Equity Participation Enrollments by Program Groups for the Whole College

		Actuals																					
		Average of 2003-2004 & 2004-2005									2005-2006												
	Program Groups	Aboriginal			Visible Minority			Disability			Total Enrollment			Aboriginal			Visible Minority			Disability			Total Enrollment		
		FT	PT	Cas	FT	PT	Cas	FT	PT	Cas	FT	PT	Cas	FT	PT	Cas	FT	PT	Cas	FT	PT	Cas	FT	PT	Cas
SKILLS TRAINING	**Institute Credit:**																								
	SIAST	10	8	0	0	0	0	0	6	0	79	193	39	0	13	0	0	0	0	0	0	0	67	181	24
	Other	0	0	0	0	0	0	0	0	0	0	10	0	0	0	0	0	0	0	0	0	0	6	0	0
	Apprenticeship & Trade	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	Total Institute Credit	10	9	0	0	0	0	0	6	0	79	203	39	0	13	0	0	0	0	0	0	0	73	181	24
	Industry Credit:																								
	Total Industry Credit	0	9	12	0	0	0	0	0	9	0	226	980	0	0	14	0	0	0	0	0	0	0	202	896
	Non-Credit (Industry Non-Credit, Community/Individual Non-Credit, Personal Interest Non-Credit)																								
	Total Non-Credit	0	0	14	0	0	0	0	0	5	0	26	655	0	0	10	0	0	0	0	0	0	0	36	369
TOTAL SKILLS TRAINING CREDIT		10	19	27	0	0	0	0	11	15	79	455	1674	0	14	24	0	0	0	0	0	0	73	419	1289
BASIC EDUCATION	**Basic Education Credit:**																								
	Adult 12	5	0	0	0	0	0	0	0	0	37	36	0	7	0	0	0	0	0	0	0	0	31	47	0
	Adult 10	13	0	0	0	0	0	5	0	0	25	5	0	10	0	0	0	0	0	5	0	0	16	6	0
	Academic GED	0	0	0	0	0	0	0	0	0	0	0	0	5	0	0	0	0	0	0	0	0	9	13	0
	Total BE Credit	18	5	0	0	0	0	5	0	0	62	45	0	22	7	0	0	5	0	5	0	0	56	66	0
	Basic Education Non-Credit:																								
	Employability Life Skills	0	0	0	0	0	0	0	0	0	0	0	0	0	9	0	0	0	0	0	0	0	0	16	0
	English Language Training	0	0	0	0	21	0	0	0	0	0	25	0	0	0	0	0	42	0	0	0	0	0	49	0
	General Academic Studies	6	0	0	0	0	0	0	0	0	13	23	0	0	12	0	0	0	0	0	0	0	0	8	0
	Literacy	0	0	0	0	9	0	0	0	0	12	19	0	0	0	0	0	6	0	0	0	0	7	19	0
	Total BE Non-Credit	10	0	0	0	30	0	0	0	0	26	67	0	0	12	0	0	48	0	0	0	0	7	92	0
TOTAL BASIC EDUCATION		28	5	0	5	32	0	12	7	0	88	112	0	25	19	0	0	53	0	9	0	0	63	158	0
UNIVERSITY	*Total University*	0	0	0	0	0	0	0	0	0	14	47	0	0	0	0	0	0	0	0	0	0	13	33	0
TOTAL ENROLLMENT		39	29	27	6	34	7	17	18	15	181	612	1685	25	35	24	0	56	0	9	8	0	149	610	1289

Note: The minimum count reported for student confidentiality is 5. This standard shall be used for all data collections that include any factual or subjective data collected on a student when the reporting of such data could focus on a specific identifiable. If this criterion is not met, then the classification and sub-classification is reported as "0".

TABLE 4:
Equity Participation Completers and Graduates by Program Groups for the Whole College

		Actuals																					
		Average of 2003-2004 and 2004-2005									2005-2006												
	Program Groups	Aboriginal			Visible Minority			Disability			Aboriginal			Visible Minority			Disability					
		E	C	G	E	C	G	E	C	G	E	C	G	E	C	G	E	C	G			
SKILLS TRAINING	**Institute Credit:**																						
	SIAST	15	9	n	0	0	0	10	6	0	13	8	n	5	0	0	0	0	0			
	Other	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0			
	Apprenticeship & Trade	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0			
	Total Institute Credit	19	10	n	0	0	0	10	6	0	13	8	n	5	0	0	0	0	0			
	Industry Credit:																						
	Total Industry Credit	22	13	12	0	0	0	12	7	6	15	10	15	0	0	0	0	0	0				
	Non-Credit (Industry Non-Credit, Community/Individual Non-Credit, Personal Interest Non-Credit)																						
	Total Non-Credit	35	15	0	0	0	0	5	5	0	10	10	0	0	0	0	0	0	0				
TOTAL SKILLS TRAINING CREDIT		56	38	15	10	8	0	27	18	9	38	18	18	0	0	5	0	0	0				
BASIC EDUCATION	**Basic Education Credit:**																						
	Adult 12	8	0	0	0	0	0	0	0	0	10	5	0	0	0	0	0	0	0				
	Adult 10	15	6	0	0	0	0	5	0	0	12	0	0	0	0	0	0	0	0				
	Academic GED	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0				
	Total BE Credit	26	15	0	0	0	0	10	5	0	34	13	0	0	0	0	0	0	0				
	Basic Education Non-Credit:																						
	Employability Life Skills	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0				
	English Language Training	0	0	0	21	19	0	0	0	0	0	0	0	0	0	0	0	0	0				
	General Academic Studies	9	6	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0				
	Literacy	5	0	0	10	10	0	5	0	0	0	0	0	0	0	0	0	0	0				
	Total BE Non-Credit	14	9	0	35	30	0	5	6	0	15	14	0	45	43	0	0	0	0				
TOTAL BASIC EDUCATION		40	24	0	36	30	0	15	11	0	44	27	0	54	46	0	0	0	0				
UNIVERSITY	*Total University*	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0				
TOTAL ENROLLMENT		96	62	15	26	18	0	46	32	12	94	47	20	62	49	5	0	0	0				

Note: The minimum count reported for student confidentiality is 5. This standard shall be used for all data collections that include any factual or subjective data collected on a student when the reporting of such data could focus on a specific identifiable. If this criterion is not met, then the classification and sub-classification is reported as "0".
E – total enrollment
C – completers (the total number of students who completed course requirements or remained to the end of the program)
G – graduates (the total number of students who successfully completed all course requirements resulting in achievement of certification by a recognized credit granting institution or recognized by industry)

Charts
Student Outcomes

Charts
Enrollments - Gravelbourg

TABLE 3:
Student Success by Program Groups for the Whole College

	Program Groups	Actuals																					
		Average of 2003-2004 and 2004-2005												2005-2006									
		Total Students Completed			Total Students Graduated			Total Employed			Total Going to Further Training			Total Students Completed			Total Students Graduated			Total Employed			Total Going to Further Training		
		FT	PT	Cas	FT	PT	Cas	FT	PT	Cas	FT	PT	Cas	FT	PT	Cas	FT	PT	Cas	FT	PT	Cas	FT	PT	Cas
Skills Training	**Institute Credit:**																								
	SIAST	37	120	18	32	90	11	17	17	4	20	8	1	17	139	0	48	37	24	11	18	0	1	1	0
	Other	0	10	0	0	0	0	0	0	0	0	0	0	0	0	0	6	0	0	1	0	0	1	0	0
	Apprenticeship & Trade	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	Total Institute Credit	37	130	18	32	90	11	17	17	4	20	8	1	17	139	0	54	37	24	12	18	0	2	1	0
	Industry Credit:																								
	Total Industry Credit	0	116	576	0	35	477	0	4	0	0	0	0	0	7	2	0	195	877	0	36	0	0	0	0
	Non-Credit (Industry Non-Credit, Community/Individual Non-Credit, Personal Interest Non-Credit)																								
	Total Non-Credit	1	29	684	0	0	4	0	0	0	0	0	0	0	16	366	0	0	0	0	0	0	0	0	0
TOTAL SKILLS TRAINING		38	286	1278	32	162	488	17	21	4	19	8	1	17	182	968	54	232	901	14	54	0	4	1	0
Basic Education	**Basic Education Credit:**																								
	Adult 12	27	21	0	4	0	0	12	10	0	18	10	0	21	27	0	4	0	0	11	13	0	1	1	0
	Adult 10	9	4	0	6	2	0	5	2	0	8	2	0	9	2	0	2	0	0	3	0	0	1	0	0
	Academic GED	0	18	0	0	3	0	0	0	0	0	0	0	1	10	0	1	2	0	2	7	0	0	3	0
	Total BE Credit	36	43	0	10	4	0	17	12	0	26	12	0	31	39	0	7	2	0	16	20	0	2	4	0
	Basic Education Non-Credit:																								
	Employability Life Skills	0	0	0	0	0	0	0	0	0	0	0	0	0	11	0	0	0	0	0	4	0	0	2	0
	English Language Training	1	22	0	0	0	0	1	10	0	0	6	0	0	43	0	0	0	0	0	16	0	0	2	0
	General Academic Studies	8	20	0	0	0	0	2	13	0	4	8	0	0	8	0	0	0	0	0	7	0	0	0	0
	Literacy	7	19	0	0	0	0	1	12	0	4	6	0	4	74	0	0	0	0	3	36	0	0	3	0
	Total BE Non-Credit	16	61	0	0	0	0	4	35	0	8	20	0	4	136	0	0	0	0	3	63	0	0	7	0
TOTAL BASIC EDUCATION		52	104	0	10	4	0	21	47	0	34	32	0	35	175	0	7	2	0	19	83	0	2	11	0
UNIVERSITY	*Total University*	15	47	0	0	0	0	0	0	0	0	0	0	11	33	0	0	0	0	0	0	0	0	0	0
TOTAL ENROLLMENT		105	394	1278	42	166	488	38	68	4	53	37	1	63	333	968	61	234	901	33	137	0	6	12	0

Completed - the total number of students who completed course requirements or remained to the end of the program.
Graduated - the number of students who successfully completed all course requirements resulting in achievement of certification by a recognized credit granting institution or recognized by industry.

Note: Cas / Casual

TABLE 1A:
Enrollment by Program Groups

GRAVELBOURG		Actuals							
		Average of 2003-2004 & 2004-2005				2005-2006			
	Program Groups	Student Enroll FT	Student Enroll PT	Student Enroll Casual	FLEs	Student Enroll FT	Student Enroll PT	Student Enroll Casual	FLEs
SKILLS TRAINING	**Institute Credit:**								
	SIAST	0	25	2	6	11	11	0	16
	Other	0	0	0	0	0	0	0	0
	Apprenticeship & Trade	0	0	0	0	0	0	0	0
	Total Institute Credit	0	25	2	6	11	11	0	16
	Industry Credit:								
	Total Industry Credit	0	28	71	10	0	31	70	10
	Non-Credit (Industry Non-Credit, Community/Individual Non-Credit, Personal Interest Non-Credit)								
	Total Non-Credit	0	1	118	5	0	0	20	1
TOTAL SKILLS TRAINING		0	54	191	21	11	42	90	27
BASIC EDUCATION	**BE Credit:**								
	Adult 12	0	0	0	0	0	0	0	0
	Adult 10	0	0	0	0	0	0	0	0
	Academic GED	0	0	0	0	0	0	0	0
	Total BE Credit	0	0	0	0	0	0	0	0
	BE Non-Credit:								
	Employability Life Skills	0	0	0	0	0	0	0	0
	English Language Training	0	5	0	5	0	8	0	7
	General Academic Studies	0	8	0	2	0	0	0	0
	Literacy	0	0	0	0	0	0	0	0
	Total BE Non-Credit	0	13	0	25	0	8	0	7
TOTAL BASIC EDUCATION		0	13	0	25	0	8	0	7
UNIVERSITY	*Total University*	0	2	0	5	0	3	0	4
TOTAL ENROLLMENT		0	69	191	24	11	53	90	28

Charts
Enrollments - Maple Creek

TABLE 1A:
Enrollment by Program Groups

MAPLE CREEK		Actuals							
		Average of 2003-2004 & 2004-2005				2005-2006			
	Program Groups	Student Enroll FT	Student Enroll PT	Student Enroll Casual	FLEs	Student Enroll FT	Student Enroll PT	Student Enroll Casual	FLEs
SKILLS TRAINING	**Institute Credit:**								
	SIAST	1	34	10	8	1	33	0	6.7
	Other	0	0	0	0	0	0	0	0
	Apprenticeship & Trade	0	0	0	0	0	0	0	0
	Total Institute Credit	1	34	10	8	1	33	0	6.7
	Industry Credit:								
	Total Industry Credit	0	8	150	26	0	1	149	9.7
	Non-Credit (Industry Non-Credit, Community/Individual Non-Credit, Personal Interest Non-Credit)								
	Total Non-Credit	0	0	89	3	0	0	43	1.5
TOTAL SKILLS TRAINING		1	42	249	37	1	34	192	16.9
BASIC EDUCATION	**BE Credit:**								
	Adult 12	6	1	0	5	6	2	0	4
	Adult 10	11	2	0	7	11	2	0	7
	Academic GED	0	0	0	0	7	1	0	8
	Total BE Credit	17	3	0	12	24	5	0	19
	BE Non-Credit:								
	Employability Life Skills	0	0	0	0	0	7	0	2.5
	English Language Training	0	1	0	1	0	0	0	0
	General Academic Studies	10	3	0	11	0	0	0	0
	Literacy	1	0	0	1	1	1	0	1.3
	Total BE Non-Credit	11	4	0	13	1	8	0	5.8
TOTAL BASIC EDUCATION		28	7	0	25	25	13	0	24.8
UNIVERSITY	*Total University*	0	4	0	1	0	4	0	4
TOTAL ENROLLMENT		29	53	249	63	26	51	192	45

Charts
Enrollments - Shaunavon

TABLE 1A:
Enrollment by Program Groups

SHAUNAVON		Actuals							
		Average of 2003-2004 & 2004-2005				2005-2006			
	Program Groups	Student Enroll FT	Student Enroll PT	Student Enroll Casual	FLEs	Student Enroll FT	Student Enroll PT	Student Enroll Casual	FLEs
SKILLS TRAINING	**Institute Credit:**								
	SIAST	0	15	0	2	0	14	0	1
	Other	0	5	0	0	0	0	0	0
	Apprenticeship & Trade	0	0	0	0	0	0	0	0
	Total Institute Credit	0	20	0	2	0	14	0	1
	Industry Credit:								
	Total Industry Credit	0	10	128	10	0	13	114	10.7
	Non-Credit (Industry Non-Credit, Community/Individual Non-Credit, Personal Interest Non-Credit)								
	Total Non-Credit	0	0	52	2	0	0	11	3
TOTAL SKILLS TRAINING		0	30	180	14	0	27	125	12
BASIC EDUCATION	**BE Credit:**								
	Adult 12	0	0	0	0	0	0	0	0
	Adult 10	0	0	0	0	0	0	0	0
	Academic GED	0	0	0	0	0	0	0	0
	Total BE Credit	0	0	0	0	0	0	0	0
	BE Non-Credit:								
	Employability Life Skills	0	0	0	0	0	0	0	0
	English Language Training	0	0	0	0	0	5	0	6
	General Academic Studies	0	5	0	1	0	0	0	0
	Literacy	0	0	0	0	0	0	0	0
	Total BE Non-Credit	0	5	0	1	0	5	0	6
TOTAL BASIC EDUCATION		0	5	0	1	0	5	0	6
UNIVERSITY	*Total University*	0	0	0	0	0	1	0	4
TOTAL ENROLLMENT		0	35	180	15	0	33	125	13

Charts
Enrollments - Swift Current

TABLE 1A:
Enrollment by Program Groups

SWIFT CURRENT		Actuals							
		Average of 2003-2004 & 2004-2005				2005-2006			
	Program Groups	Student Enroll FT	Student Enroll PT	Student Enroll Casual	FLEs	Student Enroll FT	Student Enroll PT	Student Enroll Casual	FLEs
SKILLS TRAINING	**Institute Credit:**								
	SIAST	76	130	25	111	55	123	24	83
	Other	0	6	0	1	6	0	0	4
	Apprenticeship & Trade	0	0	0	0	0	0	0	0
	Total Institute Credit	76	136	25	112	61	123	24	87
	Industry Credit:								
	Total Industry Credit	0	177	648	81	0	151	594	61
	Non-Credit (Industry Non-Credit, Community/Individual Non-Credit, Personal Interest Non-Credit)								
	Total Non-Credit	0	25	405	26	0	36	295	27
TOTAL SKILLS TRAINING		76	338	1078	219	61	310	913	175
BASIC EDUCATION	**BE Credit:**								
	Adult 12	31	36	0	37	25	45	0	30
	Adult 10	15	3	0	11	5	4	0	5
	Academic GED	0	0	0	0	2	12	0	11
	Total BE Credit	46	39	0	48	32	61	0	46
	BE Non-Credit:								
	Employability Life Skills	0	0	0	0	0	9	0	2.5
	English Language Training	1	19	0	6	0	36	0	11
	General Academic Studies	4	9	0	7	0	8	0	4
	Literacy	11	19	0	15	6	18	0	20
	Total BE Non-Credit	16	47	0	28	6	71	0	34
TOTAL BASIC EDUCATION		62	86	0	76	38	132	0	80
UNIVERSITY	*Total University*	14	42	0	20	13	25	0	16
TOTAL ENROLLMENT		152	466	1078	315	112	467	913	271

Financial Statements

AUDITORS' REPORT

Board of Directors
Cypress Hills Regional College

We have audited the statement of financial position of Cypress Hills Regional College as at June 30, 2006 and the statements of operations including supporting schedules, changes in net assets and cash flows for the year then ended. These financial statements are the responsibility of the College's management. Our responsibility is to express an opinion on these financial statements based on our audit.

We conducted our audit in accordance with Canadian generally accepted auditing standards. Those standards require that we plan and perform an audit to obtain reasonable assurance whether the financial statements are free of material misstatement. An audit includes examining, on a test basis, evidence supporting the amounts and disclosures in the financial statements. An audit also includes assessing the accounting principles used and significant estimates made by management, as well as evaluating the overall financial statement presentation.

In our opinion, these financial statements present fairly, in all material respects, the financial position of the College as at June 30, 2006 and the results of its operations and its cash flows for the year then ended in accordance with Canadian generally accepted accounting principles.

The comparative figures are based on financial statements which were reported on by other auditors.

Stark & Marsh

Chartered Accountants

Swift Current, Saskatchewan
August 30, 2006

Cypress Hills Regional College
Statement of Financial Position
As at June 30, 2006

Statement 1

	2006			2005
	Operating Fund	Capital Fund	Total	Total
Assets				
Current Assets				
Cash	$ 527,164	$ -	$ 527,164	$ 896,614
Temporary investments (Note 3)	-	-	-	100,000
Accounts receivable (Note 4)	327,599	-	327,599	36,665
Inventories	10,661	-	10,661	10,500
Prepaid expenses	10,520	-	10,520	17,577
	875,944	-	875,944	1,061,356
Non-current Assets				
Capital assets (Note 5)	-	1,608,414	1,608,414	1,182,388
	$ 875,944	$ 1,608,414	$ 2,484,358	$ 2,243,744
Liabilities				
Current Liabilities				
Accrued salaries and benefits	$ 155,376	$ -	$ 155,376	$ 127,578
Accounts payable and accrued liabilities	197,838	-	197,838	48,464
Unearned revenue (Note 6)	147,360	-	147,360	253,361
	500,574	-	500,574	429,403
Net Assets				
Invested in capital assets	-	1,608,414	1,608,414	1,182,388
Externally restricted (Note 7)	15,000	-	15,000	28,788
Internally restricted (Note 7)	236,821	-	236,821	469,692
Unrestricted	123,549	-	123,549	133,473
	375,370	1,608,414	1,983,784	1,814,341
	$ 875,944	$ 1,608,414	$ 2,484,358	$ 2,243,744

Commitments (Note 13)

Approved on behalf of the Board

Bill Bridges — Director

K C Olsen — Director

See accompanying notes to financial statements

CYPRESS HILLS REGIONAL COLLEGE

Statement 2

Statement of Operations
For the year ended June 30, 2006

	Operating Fund			Capital Fund			(Note 8)	Total	
	Budget	2006	2005	Budget	2006	2005	Budget	2006	2005
Revenues (Schedule 1)									
Provincial Government	$ 3,198,988	$ 3,176,483	$ 3,039,930	$ 120,000	$ 388,000	$ 159,950	$ 3,318,988	$ 3,564,483	$ 3,199,880
Federal Government	64,819	85,642	39,991	-	-	-	64,819	85,642	39,991
Other revenue	758,628	851,642	833,409	-	-	-	758,628	851,642	833,409
	4,022,435	**4,113,767**	**3,913,330**	**120,000**	**388,000**	**159,950**	**4,142,435**	**4,501,767**	**4,073,280**
Expenses (Schedule 2)									
Agency contracts	837,207	666,381	741,571	-	-	-	837,207	666,381	741,571
Amortization	-	-	-	177,259	183,633	165,687	177,259	183,633	165,687
Equipment	79,600	75,129	52,165	-	-	-	79,600	75,129	52,165
Facilities	182,151	184,534	172,634	-	-	-	182,151	184,534	172,634
Information technology	56,000	54,406	58,781	-	-	-	56,000	54,406	58,781
Operating (Schedule 3)	477,913	431,731	386,458	-	-	-	477,913	431,731	386,458
Personal services	2,389,175	2,736,510	2,307,174	-	-	-	2,389,175	2,736,510	2,307,174
	4,022,046	**4,148,691**	**3,718,783**	**177,259**	**183,633**	**165,687**	**4,199,305**	**4,332,323**	**3,884,470**
Excess (deficiency) of revenues over expenses	**$ 389**	**$ (34,924)**	**$ 194,547**	**$ (57,259)**	**$ 204,367**	**$ (5,737)**	**$ (56,871)**	**$ 169,444**	**$ 188,810**

See accompanying notes to financial statements

Statement 3

Cypress Hills Regional College
Statement of Changes in Net Assets
For the year ended June 30, 2006

	2006					2005
	Capital Fund	Operating Fund				
	Invested in capital assets	Restricted Externally	Restricted Internally	Unrestricted	Total	Total
Net assets, beginning of year	$ 1,162,388	$ 53,788	$ 444,692	$ 133,473	$ 1,814,341	$ 1,625,531
Excess (deficiency) of revenues over expenses	204,367	-	-	(34,924)	169,443	188,810
Interfund transfers (Note 14)	221,659	(38,788)	(207,871)	25,000	-	-
Net assets, end of year	$ 1,608,414	$ 15,000	$ 236,821	$ 123,549	$ 1,983,784	$ 1,814,341

	Beginning Balance	To Restricted	From Restricted	Ending Balance	
Externally Restricted (Note 7)					
Office Renovations	$ 28,788	$ -	$ (28,788)	$ -	
Equipment	25,000	15,000	(25,000)	15,000	
Total externally restricted	$ 53,788	$ 15,000	$ (53,788)	$ 15,000	
Internally Restricted (Note 7)					
Program Development	$ 83,530	$ -	$ -	$ 83,530	
Information Technology	59,806	-	-	59,806	
Building	261,555	-	(168,070)	93,485	
Education Leave	39,801	-	(39,801)	-	
Total Internally Restricted	$ 444,692	$ -	$ (207,871)	$ 236,821	
Unappropriated Fund	$ 133,473	$ -	$ (9,924)	$ 123,549	

See accompanying notes to financial statements

Statement 4

Cypress Hills Regional College
Statement of Cash Flows
for the year ended June 30, 2006

	2006	2005
Cash flows from operating activities		
Excess of revenues over expenses	$ 169,444	$ 188,810
Amortization of capital assets	183,633	165,687
	353,077	354,497
(Increase) decrease in accounts receivable	(290,934)	163,597
Increase in inventories	(161)	(1,307)
Decrease (increase) in prepaid expenses	7,057	(11,748)
Increase in accrued salaries and benefits	27,798	20,913
Increase (decrease) in accounts payable and accrued liabilities	149,374	(21,054)
Decrease in unearned revenue	(106,001)	(12,314)
Cash provided by operating activities	140,210	492,584
Cash flows from investing activities		
Purchase of capital assets	(609,660)	(114,154)
Proceeds on disposal of temporary investments	100,000	-
Cash used in investing activities	(509,660)	(114,154)
Net (decrease) increase in cash	(369,450)	378,430
Cash, beginning of year	896,614	518,184
Cash, end of year	$ 527,164	$ 896,614

See accompanying notes to financial statements

CYPRESS HILLS REGIONAL COLLEGE
Notes to Financial Statements
For the year ended June 30, 2006

1. Purpose and authority

The Cypress Hills Regional College offers educational services and programs under the authority of Section 14 of *The Regional Colleges Act*. The College Board plays an integral part in strategic direction and management guidance.

The purpose of the College is to provide credit and non-credit classroom and vocational training to meet the needs of regional constituents and industry. Cypress Hills Regional College is exempt from the payment of income tax.

2. Significant accounting policies

The financial statements have been prepared in accordance with Canadian generally accepted accounting principles and include the following significant accounting policies:

a) Fund accounting

The accounts of the College are maintained in accordance with the principles of fund accounting. For accounting and reporting purposes, resources are classified into funds in accordance with specified activities or objectives:

(i) Operating fund

The operating fund accounts for the College's program delivery, service and administrative activities.

(ii) Capital fund

The capital fund reflects the net book value of all capital assets of the College. The capital fund also includes contributions, interest and donations designated for capital purposes by the contributor. Also included in the capital fund are the appropriations for future capital expenditures.

b) Revenue recognition

The college follows the restricted fund method of accounting for contributions. Restricted contributions related to general operations are recognized as revenue of the operating fund in the year in which the related expenses are incurred. Contributions restricted for capital assets are recognized as revenue of the capital fund when received or receivable.

Unrestricted operating contributions are recognized as revenue of the operating fund when received or receivable. Tuition and fee revenue is recognized as the course instruction is delivered. Revenue from contractual services is recognized as the service is delivered.

c) Cash

Cash is represented by cash on hand and balances with banks.

d) Temporary investments

Temporary investments are recorded at the lower of cost and market value, and have been classified as current due to maturity dates of less than one year.

2. Significant accounting policies (continued)

e) Inventories
Inventories are recorded at the lower of cost and net realizable value.

f) Capital assets
Purchased capital assets are recorded at cost. Contributed capital assets are recorded at fair value at the date of contribution. Capital assets costing less than the asset threshold are expensed in the year.

Capital assets are amortized on a straight line basis over their estimated useful lives as follows, and the amortization is reported as an expense in the capital fund:

Buildings	20 years
Pavement	5 years
Furniture and equipment	3 to 10 years

g) Measurement uncertainty
The preparation of financial statements, in conformity with Canadian generally accepted accounting principles, requires management to make estimates and assumptions that affect the reported amounts of assets and liabilities and disclosure of contingent assets and liabilities at the date of the financial statements and the reported amounts of revenues and expenses during the reporting period. Amortization is based on the estimated useful lives of capital assets. These estimates and assumptions are reviewed periodically and, as adjustments become necessary, they are reported in the period in which they become known.

3. Temporary investments

Market value of temporary investments is $nil (2005 - $100,000).

4. Accounts receivable

	2006	2005
Saskatchewan Advanced Education and Employment	$ 238,231	$ 9,889
Other	89,368	26,776
	$ 327,599	$ 36,665

5. Capital assets

	2006			2005
	Cost	Accumulated Amortization	Net Book Value	Net Book Value
Land	$ 50,000	$ -	$ 50,000	$ 50,000
Buildings	2,255,850	815,124	1,440,726	1,015,861
Pavement	29,756	29,756	-	-
Furniture and equipment	537,781	420,093	117,688	116,527
	$ 2,873,387	$ 1,264,973	$ 1,608,414	$ 1,182,388

6. Unearned revenue

Unearned revenue consists of transfers received to carry out specific activities in excess of the expenses incurred on those activities at the end of the fiscal year as follows:

	2006	2005
Federal Government	$ 11,000	$ -
Saskatchewan Advanced Education and Employment	134,860	200,235
Other	1,500	53,126
	$ 147,360	$ 253,361

7. Restrictions on net assets

The Board of Directors of Cypress Hills Regional College have placed internal restrictions on $236,821 (2005 - $444,692) of unrestricted net assets to be used for future expenditures as indicated on Statement 3. Externally restricted net assets of $15,000 (2005 - $53,788) represent unexpended capital funding from Saskatchewan Learning as indicated on Statement 3.

8. Budget

The budget amounts on these financial statements were prepared by Regional College Management and approved by the Board on April 25, 2005. The Minister approved the budget on June 30, 2005. Budget amounts are unaudited.

9. Related party transactions

These financial statements include transactions with related parties. The College is related to all Saskatchewan Crown Agencies such as departments, corporations, boards and commissions under the common control of the Government of Saskatchewan. Also, the College is related to non-Crown enterprises that the Government jointly controls or significantly influences.

Routine operating transactions with related parties are recorded at the rates charged by those organizations and are settled on normal trade terms. These transactions and amounts outstanding at year end, are as follows:

The College brokerages course programs from the Saskatchewan Institute of Applied Science and Technology. The amount paid during the year amounted to $359,206 (2005 - $401,473).

The College purchased telephone and utilities services from Saskatchewan Crown Corporations in the amount of $87,390 (2005 - $74,527).

The College paid $39,381 (2005 - $46,157) to Southeast Regional College for counseling services.

The College paid $29,933 (2005 - $29,809) to Saskatchewan Property Management for vehicle leases and mail services.

Schedule 1

Cypress Hills Regional College
Schedule of Operating Fund Revenues by Function
For the year ended June 30, 2006

	2006								2006	2006 Budget (Note 8)	2005
	General	Skills Training		Basic Education		University	Services				
		Credit	Non-credit	Credit	Non-credit	Credit	Learner Support	Counsel	Total	Total	Total
Advanced Education and Employment											
Admin recovery grant	$ 1,805	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ 1,805	$ 7,500	$ 4,616
Base grant	1,762,741	-	-	-	-	-	-	-	1,762,741	1,740,554	1,715,565
Program payments	250	726,128	-	185,911	126,357	-	-	31,980	1,072,626	1,227,443	1,054,506
Contracts	28,675	5,616	1,997	15,458	1,428	12,692	97,419	52,000	213,485	219,491	182,118
Rents	-	-	-	-	-	-	-	-	-	-	-
Other	3,486	-	-	7,887	4,259	-	-	-	15,632	4,000	23,969
	1,797,157	733,744	1,997	209,256	132,044	12,692	97,419	83,980	3,066,289	3,198,988	2,980,774
Other Provincial	1,000	60,976	970	-	9,918	-	100	37,250	110,194	-	59,156
	1,798,157	794,720	2,967	209,256	141,962	12,692	97,519	119,210	3,176,483	3,198,988	3,039,930
Federal Government											
Admin recovery	-	-	-	-	-	-	-	-	-	-	-
Program payments	-	-	-	-	-	-	-	-	-	-	-
Contracts	-	-	3,000	-	16,120	-	66,520	-	85,640	64,819	39,989
Other	2	-	-	-	-	-	-	-	2	-	2
	2	-	3,000	-	16,120	-	66,520	-	85,642	64,819	39,991
Other Revenue											
Admin recovery	-	-	-	-	-	-	-	-	-	-	-
Contracts	-	69,428	-	87,083	1,689	-	525	-	158,725	98,515	122,361
Interest	35,015	-	-	-	-	-	-	-	35,015	12,000	30,818
Rents	10,072	-	-	-	-	-	-	-	10,072	6,000	9,113
Resale items	2,185	424	-	-	-	-	-	-	2,609	-	1,327
Tuitions	-	507,845	42,393	-	-	53,894	-	-	604,132	544,551	628,492
Other	24,511	7,517	144	1,597	362	-	5,603	1,355	41,089	97,562	41,298
	71,783	585,214	42,537	88,680	2,051	53,894	6,128	1,355	851,642	758,628	833,409
Total revenues	1,869,942	1,379,934	48,504	297,936	160,133	66,586	170,167	120,565	4,113,767	4,022,435	3,913,330
Total expenses	2,140,013	1,124,901	35,797	255,297	147,240	124,182	125,912	195,349	4,148,691	4,022,046	3,718,783
Excess (deficiency) of revenues over expenses	$ (270,071)	$ 254,033	$ 12,707	$ 42,639	$ 12,893	$ (57,596)	$ 44,255	$ (74,784)	$ (34,924)	$ 389	$ 194,547

See accompanying notes to financial statements

Schedule 2

Cypress Hills Regional College
Schedule of Operating Fund Expenses by Function
for the year ended June 30, 2006

	2006								2006	2006 Budget (Note 8)	2005
	General	Skills Training		Basic Education		University	Services				
		Credit	Non-credit	Credit	Non-credit	Credit	Learner Support	Counsel	Total	Total	Total
Agency contracts	$ 11,427	$ 487,195	$ 7,405	$ 884	$ 4,032	$ 94,743	$ 56,143	$ 4,552	$ 666,381	$ 837,207	$ 741,571
Equipment	73,076	-	-	156	19	-	1,878	-	75,129	79,600	52,165
Facilities	161,393	1,659	445	-	1,037	-	-	-	164,534	182,151	172,634
Information technology	29,792	332	-	2,457	324	-	10,721	900	44,406	56,000	58,781
Operating (Schedule 3)	271,653	60,936	7,387	13,945	23,549	29,439	5,192	11,060	431,731	477,913	386,458
Personal services	1,562,792	569,139	20,560	237,955	118,279	-	46,978	178,837	2,734,540	2,389,175	2,307,174
	2,140,013	1,124,901	35,797	255,297	147,240	124,182	125,912	195,349	4,148,691	4,022,046	3,718,783
			$ 1,160,698		$ 402,537			$ 321,261			

See accompanying notes to financial statements

9. Related party transactions (continued)

The College paid $20,100 (2005 - $17,250) to the Association of Saskatchewan Regional Colleges for student information, technical support and association membership fees.

Other transactions with related parties and amounts due to or from them are described separately in the financial statements and the notes thereto.

10. Financial instruments

The College's significant financial instruments consist of cash, temporary investments, accounts receivable, accrued salaries and benefits and accounts payable and accrued liabilities. It is management's opinion that the College is not exposed to significant interest, currency or credit risks arising from these financial instruments except as otherwise disclosed.

a) Fair value
The carrying amount of cash, temporary investments, accounts receivable, accrued salaries and benefits and accounts payable and accrued liabilities approximates fair value due to the short term maturity of these instruments. There are no significant terms or conditions related to these financial instruments that may affect the amount, timing, or certainty of future cash flows.

b) Credit risk
The College is exposed to credit risk from the potential non-payment of accounts receivable. The majority of the College's receivables is from the Provincial and Federal governments; therefore, credit risk is minimal.

11. Employee future benefits

Employees of the College participate in one of two pension plans. Teachers and other employees holding a teaching certificate participate in a defined benefit plan, the Teachers' Superannuation Plan (TSP), which is administered by the Teachers' Superannuation Commission. No matching contribution is made by the College nor does it have a financial obligation to the TSP.

All other employees participate through Municipal Employees Pension Plan (MEPP), which is a multi-employer defined benefit plan.

The last actuarial valuation of the MEPP indicated there was a surplus in the plan. The College's financial obligation to the MEPP is limited to making required payments to match amounts contributed by employees for current services. Pension expense for the year was $80,441 (2005 – $64,834).

12. Line of credit

The College has an approved line of credit of $150,000 (2005 - $150,000) at Southwest Credit Union Ltd. The line of credit bears interest at a rate of prime less 0.6% and is secured by an assignment of government grants, program payments and other revenue. The College did not utilize this line of credit during the year.

CYPRESS HILLS REGIONAL COLLEGE
Notes to Financial Statements
For the year ended June 30, 2006

13. Commitments

The College has entered into various operating lease agreements with estimated minimum annual payments as follows:

2007	$28,043
2008	14,117

14. Interfund transfers

In the year ended June 30, 2006, the Board approved the following transfers:

a) Capital funding received from Saskatchewan Advanced Education and Employment in prior years of $38,788 was transferred from externally restricted net assets to invested in capital assets.

b) $25,000 was transferred from internally restricted net assets for program and building to unrestricted net assets.

c) $182,871 was transferred from internally restricted net assets to invested in capital assets.

15. Economic dependence

As the College's primary source of funding is derived from Saskatchewan Advanced Education and Employment, its ability to continue as a viable operation is dependent upon maintaining this funding.

16. Interest received

Interest received during the year amounted to $36,015 (2005 - $30,400).

Schedule 3

Cypress Hills Regional College
Schedule of Operating Expenses
for the year ended June 30, 2006

	2006 Total	2006 Budget (Note 8) Total	2005 Total
Advertising	$ 125,993	$ 162,250	$ 93,091
Association fees and dues	12,103	11,150	9,955
Bad debts	308	1,000	773
Financial services	9,087	8,500	8,194
In-Service	14,601	26,050	23,577
Insurance	3,351	3,800	3,109
Materials and supplies	69,711	69,305	60,386
Postage, freight and courier	13,195	13,216	12,654
Printing and copying	5,374	5,000	670
Professional services	23,055	22,250	23,641
Rentals	639	-	1,450
Resale items	5,749	3,000	2,698
Subscriptions	1,518	1,285	1,993
Telephone and fax	39,211	40,409	32,473
Travel	107,666	109,998	108,454
Other	170	700	3,340
	$ 431,731	$ 477,913	$ 386,458

See accompanying notes to financial statements

Glossary of Terms

ASRC – Association of Saskatchewan Regional Colleges

Casual Student – One who is taking courses (within a program group) that collectively require fewer than 30 hourrs of class time.

Completer – A student who has completed the time requirement of a course or all courses within a program session.

Distinct Student – An individual participating, over an identified period of time, in one or more program groups offered by the college.

EAPD – Employability Assistance for People with Disabilities

ESL – English as a Second Language

Full-Load Equivalent (FLE) – Total participant hours divided by the generally accepted full-load equivalent factor (as noted below) for a program group to which the program has been assigned.

Skills Training:
Institute Credit – 900 hrs; Apprenticeship and Trade, Industry Credit, Industry Non-Credit – 240 hrs
Basic Education:
Adult 10 and Adult 12 – 900 hrs; Non-Credit and Academic GED – 420 hrs
University: 390 hrs

Full-time Student – One who is taking courses that collectively require a minimum of 18 hours of scheduled class time per week for a minimum period of 12 weeks. There are two exceptions to this definition:

a) for Apprenticeship and Trades, a complete level of instruction is required; and
b) for university, a minimum of nine hours of scheduled class time per week, for a minimum period of 13 weeks is required.

GED – General Educational Development

Graduate – A student who has successfully completed all program requirements and attained a level of standing resulting in credit recognition from an accrediting institution/industry/and/or regulatory body.

LINC – Language Instruction for Newcomers to Canada

Participant Hours – The total time that a student is actively involved in a program (course) session.

Part-time Student – One who is taking:

a) courses of less that 12 weeks duration even if they collectively require more than 18 hours of scheduled class time per week; or
(b) courses that are at least 12 weeks in duration but collectively require less than 18 hours of scheduled class time per week.

RPL – Recognition of Prior Learning

STEC – Saskatchewan Tourism Education Council

TEL – Technology-Enhanced Learning